



New Opportunities for Women



**WOMEN'S EDUCATIONAL SERIES
No. 1**

Price 5c per Copy

Published by
THE CO-OPERATIVE UNION OF CANADA
Saskatchewan Section
Regina, Saskatchewan



Foreword

THE Co-operative Union of Canada, Saskatchewan Section, has received numerous requests from women and from women's groups for suggestions on how to arrange and carry out a programme of study. Those requesting assistance may be divided into five classes: First, individuals desirous of carrying on individual study; second, members of organizations where the organization is carrying on no programme of study; third, members of organizations where the organization is carrying on some study but where members desire suggestions on the formation of a definite programme and with definite suggestions on how to carry out the programme; fourth, members of organizations where the organization has a well defined programme of study, and desires to obtain a list of sources of material; fifth, individuals and organizations which are desirous of forming study groups for the systematic study of some educational topic. In response to these requests the Saskatchewan Section has prepared this booklet.

The booklet consists of two well defined sections. Part I deals with the need for study among individuals and among groups, together with methods of presentation of suggested topics, a suggested programme, and a list of topics for study. Part II contains suggestions on the formation of study groups among organized and unorganized bodies of women, an outline of sources of study material, and a list of co-operative enterprises where organization of women is needed.

All groups are advised to make use of the excellent material prepared for study groups by the Extension Department, University of Saskatchewan, Saskatoon.

THE CO-OPERATIVE UNION OF CANADA
Saskatchewan Section
Room 238, Parliament Buildings
Regina, Sask.

PART I

Introduction

THIS booklet is directed to the women of Saskatchewan and to women's groups. It is an earnest attempt to interest all women in making the study period a regular part of the activities of groups or societies of which women are members. In this changing world we must move forward for there is no standing still. The woman who fails to maintain a lively interest in the world about her is missing much of the joy of living. In our democracies the path to knowledge is open to all. If women are interested in handicrafts they may secure information on handicrafts. If they are interested in history, literature, drama, art, economics, philosophy, sanitation, religion, or other subjects, they may secure information on these.

Adult study may be carried on individually or in groups. The individual who is willing to study fifteen minutes a day will soon acquire a fund of valuable knowledge. If she selects her subject matter wisely she may become a leader of thought in her own community. The difficulty in individual study lies in the fact that it tends to become a grind and few are able to keep it up. Systematic individual study pays rich dividends but the majority of people are unwilling to put forth the time and effort to secure them.

The study group is one of the best ways of carrying on adult education. It avoids the tedious grind which is apt to characterize individual study, and by combining the enthusiasm for learning of a number it strengthens the desire for learning in each member of the group. It enables the members to exchange information on a subject, to discuss its various aspects, to balance one interpretation against another, to evaluate proposed solutions for problems and to set a more definite goal for their combined endeavour.

Study groups can be formed either as separate units or as branches of some other society. Women have numerous organizations and it would seem feasible to have study groups in each organization. Organizations such as women's guilds, Homemakers' Clubs and the United Farm Women have study groups with a definite study programme. Some women's church organizations, knitting circles, bridge clubs, fraternal societies, teachers' locals, temperance societies, patriotic societies, and other organizations have organized study groups. There appears to be no adequate reason why all women's organizations should not devote some of the time of each meeting to study. Better still, each organization could adopt a definite study programme which would bring both profit and pleasure to the group.

The decision to adopt a study programme can be made by any group, club, association or organization. The method of approach to study will vary according to the group. *A definite agenda with a well-defined purpose should be adopted.* In preparing the agenda it is well to remember that groups organized for study differ from other women's groups generally in that many who belong to the latter may be less interested in an educational programme than in some other phase of the work. The programme should contain those features which have the widest appeal to the members.

METHODS OF STUDY

In deciding on a definite programme of study, thought must be given to the method of presentation as well as to the logical arrangement of study topics.

Since women's groups usually meet once or twice a month it is necessary to choose the topics to be studied at each meeting and the method of presentation. This method of presentation may vary and may include the following:

First—The Study Group Method:

Here the topic for study is chosen and each member of the group does some preparatory work. It is a common practice to have one member prepare a brief paper on some part of the topic chosen. The study itself is conducted under the direction of a leader whose duty is not to teach or lecture but rather to direct the discussion along proper channels. Each member of the group is expected to contribute her part to the discussion. An earnest attempt must be made to approach all subjects with an open mind so that a just and fair conclusion can be reached on all questions. The great advantage of the study group method is that every member of the group has an opportunity to study the problem and discuss it. Thus the benefit of the knowledge gained tends to be equally distributed among the group as a whole.

Second—The Lecture Method:

A speaker is chosen to deal with a given topic. This speaker may be a member of the group or an outsider. Following the speaker's address the meeting is thrown open for discussion. Preparatory study of the topic will enable the members to discuss it more intelligently. The advantages of the lecture method are: it enables the group to obtain an authority to speak on a subject; it provides for open discussion by the group; it places no burden on those members who are unable to undertake preparatory study; and it entails little labour in preparing for the meeting. Its great disadvantage is that the chief benefits of the lecture are confined to the speaker and to those who study the topic either before or after the meeting.

Third—The Demonstration Method:

This method is particularly useful in a study of such handicrafts as rug-making, weaving, spinning, sewing and knitting. Excellent results have been obtained from demonstrations in cooking, canning, and preserving. Demonstrations in poultry dressing, butter grading, china painting, dress designing and many other activities of interest to women can be given. These demonstrations are of particular value in all work where physical skill is a factor to be considered. If provision is made for each member to repeat the work which has been demonstrated the value of the demonstration will be greatly enhanced.

Fourth—The Lecture-Demonstration Method:

Here, while the demonstration is in progress a lecture is delivered. Speakers may show lantern slides, charts, or pictures as an aid to a lecture. A lecture on first-aid might be accompanied by a demonstration of how to render first-aid. The lecture-demonstration combines the good features of both the lecture and the demonstration but its weakness lies in the fact that the majority of the group are called on to take but little part in the proceedings.

Fifth—The Visual Method:

A moving picture may be shown. Here the members have an opportunity to enjoy the show, and to pick up such impressions and knowledge as may be transmitted to them. This might be termed the painless method of spreading education. It is generally a stimulus to study by more intensive methods.

Sixth—The Dramatization Method:

A number of the members may be selected to present a short play, skit, or pageant based on the subject chosen. If such a play, skit or pageant is not available from other sources it might be prepared by a member of the group. The presentation need entail little work and may combine the study of a subject with a certain amount of entertainment. Well presented short readings, recitations or stories can be utilized in the same way. Some women's groups aim to have regular short features of this kind.

Seventh—The Panel Discussion Method:

Here, four or five members are selected to discuss a subject before the group. The panel members sit around a table and carry out this prepared discussion. It is the duty of the panel to discuss all phases of the question. The meeting is thrown open for general discussion when the panel discussion is ended. The advantage of this method is that members with more than ordinary ability may be used in the discussion. The disadvantage is that the remainder of the group may not feel it necessary to study the topic.

Eighth—The Project Method:

Members of a group might decide to carry out some project as an educational endeavour. They might make a collection of local historical material, might establish a local museum or might form a book exchange. They might undertake a study of some phase of business activity. The compilation of information on the co-operative movement in Saskatchewan would be one of the best study projects which a group could undertake.

Ninth—The Listening Group Method:

Many pertinent questions are now discussed over the radio. Groups are encouraged to meet and listen in on these discussions. After hearing a topic discussed on the radio the study group should be in a better position to discuss it intelligently among themselves.

Tenth—The Excursion Method:

The group may decide to visit some point of interest. It might be a trip through a refinery, through a flour mill, through a bakery. It could be attendance at a stock show, grain show or an exhibition. The main point to remember is that such an excursion should have a definite educational value.

These few suggestions on method may enable a group to arrange a suitable agenda which is so varied as to meet the needs of all, yet so logical as to ensure real educational achievement.

POINTS TO REMEMBER IN ANY STUDY PERIOD

Some training or experience in the method of presentation will help to make the study period a success. Lecturers, who may have some training or experience in lecturing, should make a special study of the subject on which they are to lecture. Demonstrators in lecture demonstrations may need considerable practice beforehand in order to make the lecture and demonstration fit together as they should. Trained leadership is very valuable in any study project, but the development of leaders from the personnel of the organization itself must not be overlooked.

All members should have an opportunity of studying the topic before the meeting. Pamphlets or text books should be secured for each member by the secretary if possible. The aim of each member should be to learn rather than to display learning. At the end of the meeting a summary of what has been learned or what has been decided on may be given by the leader. Some groups assign questions based on the topic discussed for the consideration of the members before the next meeting. Answers to these questions may serve as an opening item at the next regular meeting.

Careful planning of the programme before every meeting is one way to ensure success. The needs of the lecturer or demonstrator should be anticipated and provided for. Excursion arrangements

should be carefully made, and in general when the study period arrives the members should be able to devote themselves to uninterrupted study.

The social side of meetings should not be overlooked. Study when carried on in a friendly atmosphere helps to break down any ill-feeling or prejudice that exists in a community. Some community singing at the end of a study period will make members forget differences of opinion which may have arisen during the discussion and will tend to ensure attendance at subsequent meetings.

Members of the group can increase the value of the discussion period by observing the following suggestions: Speak your mind freely for your ideas count; listen thoughtfully to others in order to get their point of view; do not monopolize the discussion; if you do not understand a thing, say so; if you disagree do so in a friendly way; make notes of questions that occur to you and raise them during the discussion; keep your seat when you speak; aim to go on from the discussion to further study of the subject. If members follow these simple rules, the discussion period will be well worth while.

PROGRAMME FOR STUDY

Following is a suggested outline of activities with suggested topics for study. The actual arrangement is the business of the group. The women are in the driver's seat, the highway to knowledge is open, we suggest they take the co-operative route.

The various phases of co-operation (because of their close relation to everyday life) are of particular interest. The ills of our present-day society are in no small measure due to the lack of women's influence in the political, economic and social fields. Education will enable women to see and understand those fields in which they should be working. In the co-operative movement, women can assist in applying the golden rule to human relationships, for in co-operation the individual advances not at the expense of others but along with others since all are working together for the common good.

Each group and organization should attempt to have at least one member attend the annual co-operative school at the University of Saskatchewan.

In considering this outline it must be borne in mind that the study programme is designed to fit the desires, needs and problems of all types of women's groups. It will be the responsibility of each group to re-arrange or modify it to suit the members thereof. The topics suggested contain a number dealing with co-operation and the co-operative movement. These are especially recommended for study.

The dates for meetings are only suggestive. The study programme might begin in any month of the year.

Groups who are undertaking an intensive study of co-operation and the co-operative movement, may wish to make numerous alterations. They should feel free to adjust the programme to meet their needs. The Co-operative Union of Canada, Saskatchewan Section, Regina, will attempt to secure material for groups desiring information on any co-operative subject not included in the list of suggested topics.

SUGGESTED PROGRAMME FOR WOMEN'S GROUP

(Six Months—One Copy to Each Member).

1st Meeting

Date—January 14.

Speaker.....
Subject: "The Principles of Co-operation."

Hostess.....

2nd Meeting

Date—Jan. 28.

Group Discussion.

Subject: "Credit Unions."

Hostess.....

3rd Meeting

Date—Feb. 11.

Panel Discussion.

Subject: "Organizing the Consumer."

Hostess.....

4th Meeting

Date—Feb. 25

Speaker.....

Subject: "Co-operative Stores."

Hostess.....

5th Meeting

Date—March 11.

Demonstration.

Subject: "Home Cooking."

Hostess.....

6th Meeting

Date—March 25.

Speaker: Wheat Pool Fieldman.

Subject: "Motion Picture."

Place.....

7th Meeting

Date—April 13.

Lecture: Demonstration.

Subject: "Gardening."

Hostess.....

8th Meeting

Date—April 29.

Speaker.....

Subject: "Bees and Honey Production."

Hostess.....

9th Meeting.

Date—May 13.

Speaker.....

Subject: "Co-operation and Public Health."

Hostess.....

10th Meeting

Date—May 27.

Subject: "Marketing Dairy Products."

Hostess.....

11th Meeting

Date—June 10.

"Educational Excursion Trip."

To.....

12th Meeting

Date—June 24.

Subject: "Co-operation and the School."

Hostess.....

N.B.—The foregoing is suggestive only. Other subjects may be selected depending on the interests of the group. More than one meeting might be necessary to cover adequately some of the subjects suggested.

SUGGESTED TOPICS FOR STUDY

Co-operative Subjects.

1. Co-opération. (Foundation Series, Univ. S.)
2. Principles of Consumers' Co-operation (C.U.)
3. The Producer Co-operative Movement. (Univ. S.)
4. Consumer Co-operation. (Univ. S.)
5. Credit Unions. (C.M.B.)
6. Co-operative Legislation in Saskatchewan. (C.M.B.)
7. How to Organize a Co-operative Store. (C.U.)
8. Co-operative Buying. (Univ. S.)
9. Group Medicine and Hospitalization. (Univ. S.)
10. Post-war Reconstruction. (Univ. S.)
11. Rochdale Practices. (C.U.)
12. Marketing of Eggs and Poultry. (C.M.B.)
15. Folk Schools. (M.F.A., Andrew Moore on Folk Schools of Denmark).
14. Social Planning. (Univ. A.)
15. Achievements of Co-operatives. (C.M.B.)
16. A School Co-operative. (C.U.)
17. Community Life in Rural Districts. (Univ. A.)
18. General Economics. (Univ. A.)
19. Community Halls. (C.M.B.)
20. Community Club or Rest Room. (C.M.B.)
21. Democracy. (Univ. S.)
22. Community Problems. (Univ. A.)
25. Maternal Mortality. (D. of P.H.) (Canadian Welfare Council, Ottawa).
24. Consumer and Price Fixing. (Wartime Prices and Trade Board).
25. Possibilities of Co-operative Housing. (Co-op. League of U.S.A.)
26. Need For Co-operatives During Post-war Period. (C.U.)
27. Co-op. Wholesaling and Retailing of Consumption Goods. (S.C.W.S.) (C.M.B.) and (C.U.)
28. International Co-operation as a Basis for Establishing Permanent Peace. (Univ. S.)
29. Why Co-operatives Should Promote the Formation of Credit Unions. (C.U.)
30. Methods of Financing Co-operatives. (C.M.B.) (C.U.)

Education

1. Elementary Education in Saskatchewan. (The Elementary School Curriculum, Department of Education).
2. Secondary Education in Saskatchewan. (The High School Curriculum and Regulations).
3. Teacher Training in Saskatchewan. (Department of Education).
4. Training for a Profession. (Univ. S.)

Home Improvement

1. Rural Homes and Health, Sewage Disposal Systems, Water Supply, etc. (D. of P.H.)
2. Urban Homes and Health, Housing Problems, Ways and Improvement. (D. of P.H.)
3. How to Make the Farm Home More Self-sufficient, through gardening, beef rings, domestic canning, etc. (Univ. S.) and (C.M.B.)

Demonstrations

1. Cooking Techniques and Co-op. Products. (Univ. S.) (S.C.W.S.)
2. Dressing of Poultry. (Univ. S.)
3. Use of Co-op. Products. (S.C.W.S.) (Refinery).

4. Canning of Fruits and Vegetables. (Univ. S.)
5. Care of Milk. (D. of P.H.) (Dept. Agric.)
6. First Aid. (D. of P.H.) (St. John Ambulance Association).
7. Curing Meat. (Univ. S.)
8. Care of Baby. (D. of P.H.)
9. Weaving. (Univ. S.)
10. Rug Making. (Univ. S.)
11. Sewing Methods. (Univ. S.)
12. Painting. (Univ. S.)
13. Care of the Sick. (D. of P.H.)
14. Basketry. (Univ. S.)

Other Subjects

1. The Science of Government. (Univ. A.)
2. Canada—1867-1940. (Univ. S.)
3. International Affairs. (Univ. A.)
4. Money and Banking. (Univ. S.)
5. Social Planning. (Univ. A.)
6. Community Problems. (Univ. A.)
7. Child Psychology. (Univ. S.)
8. General Agriculture. (Univ. S.)
9. Canadian Farm Problems. (Univ. S.)
10. Tuberculosis. (D. of P.H.)
11. Cancer. (D. of P.H.)
12. Canada and Refugees.
13. Red Cross.
14. Weed Control. (Univ. S.)
15. Training of Children. (Univ. S.)
16. Nutrition. (D. of P.H.) (Univ. S.)
17. Folklore. (Univ. S.)
18. Immigration. (Year B.)
19. Insurance. (C.M.B.) (C.U.)
20. Drama. (Univ. S.) (Sask. Drama League, Regina).
21. Plans for Providing Medical Services. (Univ. S.)
22. Bees and Honey Production. (Univ. S.) (Provincial Apiarist, Fort Qu'Appelle).
23. The Care of Children. (D. of P.H.)

Projects

1. Formation of a Community Library. (D. of E.) (Univ. A.)
2. Organization of a Co-operative Association. (C.M.B.)
3. Formation of a Band, Orchestra or Study Group.
4. Presentation of a Play. (Univ. A.)
5. Art Display.
6. International Day. (W.P., Canadian Mosaic) (I.C.A.)
7. Beautification Products. (Dept. Agric., Ottawa). (Univ. S.)
8. A Co-operative Field Day. (C.U.)
9. Formation of a Credit Union. (C.M.B.)

Motion Pictures

1. The Department of Education, Regina, has a number of films for loan to schools.
2. The University of Saskatchewan has a film library for adult groups and is a depository for films from the National Film Society and the National Film Board.
3. The Canadian Parks.
4. The C.P.R. and the C.N.R.
5. The Wheat Pool.

Excursions

1. A Refinery.
2. A Co-operative Store.
3. A Local Apiary.
4. A Creamery.
5. An Experimental Farm.
6. A Hospital.

Radio and Listening Groups

1. The Farm Radio Forum.
2. Wheat Pool Broadcasts.
3. Women's Programmes on the C.B.C.

Suggested Sources for Material

1. Co-operative Union of Canada, Saskatchewan Section, Room 238, Parliament Buildings, Regina. (C.U.)
2. Extension Department, University of Saskatchewan. (Univ. S.)
3. Wheat Pool (W.P.)
4. Co-operation and Markets Branch, Regina. (C.M.B.)
5. Department of Education, Regina. (D. of E.)
6. Department of Public Health, Regina. (D. of P.H.)
7. Canada Year Book. (Year B.)
8. Extension Department, University of Alberta. (Univ. A.)
9. Manitoba Federation of Agriculture, Winnipeg. (M.F.A.)
10. Saskatchewan Co-operative Wholesale Society, Saskatoon. (S.C.W.S.)
11. Consumers Co-operative Refinery, Regina. (Refinery)
12. The Co-operative Union of Canada, Brantford, Ontario.
13. Canadian Welfare Council, Ottawa.
14. Canadian Association for Adult Education, 198 College St., Toronto.
15. Canadian Institute of Public Affairs, 3 Willocks, St., Toronto.
16. Canadian National Commission for Mental Hygiene, 111 St. George St., Toronto.
17. Department of Agriculture, Ottawa.
18. Department of Agriculture, Regina.
19. International Co-operative Alliance, 14 Great Smith Street, London, England, (I.C.A.)
20. Wartime Prices and Trade Board, Ottawa.
21. Co-operative League of the U.S.A., 167 W. 12th St., New York.
22. St. John Ambulance Association, (Secretary, 1255 Argyle St., Regina).
23. Provincial Apiarist, Fort Qu'Appelle, Sask.

PART II

Study Group Suggestions

ORGANIZATION OF WOMEN FOR STUDY

SASKATCHEWAN is sometimes referred to as the "Banner Province of Co-operation." This remark may be based on the fact that there are over 209,000 members of co-operatives in the province. Unfortunately co-operative organization among women has lagged behind organization among men. Women are the main purchasers of consumers' goods and an earnest attempt must be made to mobilize the demand among women for products available through co-operative channels. To effectively mobilize that demand it is necessary that women have a knowledge of the principles and methods of co-operation, and adequate appreciation of what the co-operatives are doing in our province at the present time, and a conception of the vast potentialities of the whole co-operative movement. Probably the best way to get that knowledge is through the formation and the work of a Co-operative Women's Guild. For this reason efforts should be made to establish a Guild wherever possible. If, however, the women of a community are already members of some other organization it may be advisable to retain such organization and carry on the study of co-operation through the existing group. The main point to remember is that there should be organization and there should be study.

Formation of Study Groups

Where an organization of women decide to follow a definite course of study and where each member of the group is anxious to increase her knowledge, the members of the organizations should form themselves into study groups. The study group is a small group of people, usually not more than one dozen, who meet regularly to explore together some chosen topic concerning which they feel a need for more knowledge. The organization may decide on an educational programme and assign various topics of study to various groups.

The study group need not include the entire organization membership, nor need it be restricted to members of the organization even though the organization may have taken the initiative in organizing the study groups.

Selecting Members of Study Groups

Where the members decide to carry out in study groups a definite course of study, a committee on selection should be appointed. This committee should select the members of each study group bearing in mind the following:

The members of the study group should be congenial to each other. Groups, where the members mingle on a social as well as

an educational basis, tend to feel more free to enter into frank and friendly discussions. To the pleasure of meeting in the study group is added the pleasure of meeting friends and this tends to maintain the interest in and attendance at the meetings. Friendly relationship among members should be one basis of selection.

Another basis should be interest in the subject. The committee selecting the personnel of each group should see that each member so selected is interested in the topic to be studied by the group. It would be necessary to consult the individual members before assigning them to the study of any chosen topic or to membership in any special group.

Another basis might be that of ability to carry on study. It may be that certain members of the organization have outstanding ability. Every reasonable effort should be made to have such members scattered among the groups rather than all in one group. Members of a retiring disposition should be included in groups likely to encourage them to take part in the discussion. The groups should be so balanced as to prevent jealousy between groups.

In rural areas, groups might be selected on a residence basis. Since the question of distance to meetings is liable to become increasingly important, it is advisable to consider the cost of travel when choosing the members of a group. The restricted use of cars might make considerations of residence of members an important consideration even among urban groups.

Other factors, such as occupation, education, family connections, and personal habits might have to be considered in selecting groups whose members would work harmoniously together in their study project.

Leaders of Groups

Having selected the groups it is advisable to choose a leader for each group. The leader should be chosen on the basis of enthusiasm, persistence, diplomacy and tact. Given these four qualities a leader will direct the discussion but never dominate it. She will be able to impart her enthusiasm to the members of the group and to so regulate the study that each and every member will obtain the maximum benefits from the meeting. She should see that each member of the group has an opportunity to act as chairman of a meeting, that a secretary is appointed to keep the minutes and to secure the necessary material for study, that all members are informed as to place and date of meetings, and that all necessary arrangements are made for meetings. The leader who can do these things and still remain in the background will be able to make a rare contribution to the success of the study group.

Members

The ideal study groups consist of not less than four and not more than twelve persons. Smaller groups may miss the mutually

beneficial sharing of individual thoughts. Larger groups may prevent the more retiring members from contributing their just share to the discussions. A group of about six can be seated comfortably in most homes and can be held to group discussion. Larger groups are not easily accommodated in small homes, are not easily seated around the same table, are not easily held to group discussion. In large groups there is a tendency for the discussion to become either too stiff or to become divided into separate discussions by small parts of the group. Experience suggests that the ideal group should be about six.

Meetings

Regular weekly or fortnightly meetings tend to maintain interest in study. A definite programme should be drawn up at the beginning of the course. The programme should cover a period of about six months and should indicate the time and place of each meeting. Where meetings are held in the homes of members of the group, the hostess might be chosen in the alphabetical order of the names. The actual study period should be no longer than two hours. In a congenial study group the remainder of the evening may be devoted to social affairs. All members should attempt to be punctual. (In addition to a set time for study it might be wise to agree upon a standard length for meetings).

Preparatory Work

Members of the group should undertake a preparatory study of the topic that is to be discussed so that each may be able to make some contribution to the discussion. It might be a good idea for the leader to have one or two members prepare some special material. This ensures that they at least will do some special study. It has been found that the rotation of written tasks among the members of a group is important. The danger of preparatory work lies in the fact that members may come to some hard and fast conclusions as to the answers to certain problems. In group discussion the element of give and take must be always present. The spirit of tolerance is essential to the group process of co-operative thinking. Preparatory work should be done by each member, but decisions should be reached by the group as a whole. At the end of each study period decisions arrived at should be summarized.

Meetings of Groups of the Organization

The various study groups of an organization should meet together at certain stated intervals to report the progress of their group. In this way the groups may compare their rates of progress, may report their findings, may recommend action by the organization as a whole. These larger meetings will serve to consolidate the study work of the organization and lead to further group study.

Groups Outside Other Organizations

Where no women's organization exists some person must take the initiative and form a study group. She might get in touch with a number of people who might form a congenial group and arrange for them to meet and organize. An organization committee might be appointed and steps taken as outlined above. The only difference between a study group or study groups selected in this way and study groups selected from a parent organization would lie in the fact that joint or central meetings might be more difficult among groups where no parent organization exists.

Mixed Groups

Where the topic chosen for study is of interest to both men and women much can be said in favor of mixed groups. The task of building a better world rests equally upon men and women. In mixed study groups the views of both can be exchanged and sound conclusions reached. When attendance at meetings entails considerable travel in the winter or at night, a mixed study group would seem preferable. Where husband and wife belong to the same study group it is possible to read and discuss the matter at home before and after the meeting. The common bonds of interest can be made a real incentive to study in mixed study groups.

Family Groups

No grouping of people have so much in common as the members of a family. Each member is interested not only in her own welfare but also in the welfare of all the others. The progress of one means the progress of all. In what way can the members of a family contribute more to their own happiness and enlightened advancement than by forming a study group among themselves, registering as a group with the University of Saskatchewan, and carrying out a definite study programme? The members might soon become group leaders of separately organized study groups throughout their entire community. The formation of such family study groups can be effectively carried out in either rural or urban areas.

Study Material

The group may register as a study group with the Extension Department, University of Saskatchewan, Saskatoon. The Extension Department has secured and has had prepared a number of sets of mimeographed and printed lectures on a number of subjects to meet the needs of study groups.

On the receipt of the registration form properly filled in and accompanied by payment for as many sets of lectures as are wanted, the Extension Department will send the secretary as many copies of the first lecture as were ordered. Every week (or two, as the case may be) the subsequent lectures will be sent out. It is suggested that lectures be distributed at one meeting, then read and studied, and discussed at the following meeting, when the next

lecture will be on hand to be distributed. A summary of the lectures offered will be sent by the University on request. The Extension Department must also be notified as to when the group intends to hold its first meeting and how often it will meet. Sets of lectures may be obtained by individuals as well as groups.

Groups interested in the study of topics not listed among the lectures offered by the University may obtain information as to where the material may be secured by writing The Co-operative Union of Canada, Saskatchewan Section, Room 238, Parliament Buildings, Regina, Sask.

ORGANIZATION OPPORTUNITIES FOR WOMEN

The woman who desires to make a worthwhile contribution to her day and generation need not feel that opportunity to do so is lacking. There are so many things to be done, that the time and talent of all may be put to use. The three essentials are: first, to know the need; second, to know how to meet the need; third, to meet it. One may recognize the needs, one may study methods of meeting those needs, but if the study does not result in action to solve the need then no good has been attained. To gain knowledge and then to translate that knowledge into action should be the objective of every Canadian woman.

That there are fields in which women have an opportunity for social service may be seen by a glance at the following list. The effectiveness of that service may be measured by the extent of its activities. Generally speaking, co-operative action is more effective than individual action, for numbers add not only strength and stability, but breadth of vision to any enterprise. Women, through co-operative action, may make a very valuable contribution to our civilization in all or any of the following ways:

1. By the formation of Co-operative Guilds.
2. By the formation of Co-operative Stores.
3. By the formation of Other Co-operative Buying Associations.
4. By the formation of Child Health Co-operatives.
5. By the formation of Child Nursery Co-operatives in Larger Cities.
6. By the formation of Kindergarten Co-operatives in Larger Cities.
7. By the formation of Medical Co-operative Associations.
8. By the formation of Dental Co-operative Associations.
9. By the formation of Mutual Benefit Associations.
10. By the formation of Co-operative Recreation Associations.
11. By the formation of Municipal Hospitalization Associations.
12. By the formation of Co-operative Canneries.
13. By the formation of Community Halls.
14. By the formation of Community Rinks.
15. By the formation of Community Rest Rooms.
16. By the formation of Summer Camps for Children.
17. By the formation of Hostess Clubs.
18. By the formation of Savings and Credit Unions.
19. By the formation of School Co-operatives.
20. By the formation of Co-operative Housing Associations.
21. By the formation of a Co-operative Laundry, Bakery, Cannery.
22. By the formation of any other Associations which are in the interests of the people.

